GRADE 2 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 **WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** **Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**	**26**	**22**	**34%**
1.1 **Decoding and Word Recognition:** recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	√	√	
1.2 **Decoding and Word Recognition:** apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	√	√	
1.3 **Decoding and Word Recognition:** decode two-syllable nonsense words and regular multisyllable words	√	√	
1.4 **Decoding and Word Recognition:** recognize common abbreviations (e.g., Jan., Sun., Mr., St.)	√	√	
1.5 **Decoding and Word Recognition:** identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	√	√	
1.6 **Decoding and Word Recognition:** read aloud fluently and accurately, and with appropriate intonation and expression	NA*	NA*	
1.7 **Vocabulary and Concept Development:** understand and explain common antonyms and synonyms	√	√	
1.8 **Vocabulary and Concept Development:** use knowledge of individual words in unknown compound words to predict their meaning	√	√	
1.9 **Vocabulary and Concept Development:** know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	√	√	
1.10 **Vocabulary and Concept Development:** identify simple multiple-meaning words	√	√	
2.0 **READING COMPREHENSION:** **Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.**	**17**	**15**	**23%**
2.1 **Structural Features of Informational Materials:** use titles, tables of contents, and chapter headings to locate information in expository text	√	√	
2.2 **Comprehension and Analysis of Grade-Level-Appropriate Text:** state the purpose in reading (i.e., tell what information is sought)	NA*	NA*	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** use knowledge of the author's purpose(s) to comprehend informational text	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** restate facts and details in the text to clarify and organize ideas	√	√	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** recognize cause-and-effect relationships in a text	√	√	
2.7 **Comprehension and Analysis of Grade-Level-Appropriate Text:** interpret information from diagrams, charts, and graphs	√	√	
2.8 **Comprehension and Analysis of Grade-Level-Appropriate Text:** follow two-step written instructions	√	√	

GRADE 2 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 **LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**	7	6	9%
3.1 **Narrative Analysis of Grade-Level-Appropriate Text:** compare and contrast plots, settings, and characters presented by different authors	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** compare and contrast different versions of the same stories that reflect different cultures	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the use of rhythm, rhyme, and alliteration in poetry	√	√	

GRADE 2 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	16	14	22%
1.1 **Sentence Structure:** distinguish between complete and incomplete sentences	√	√	
1.2 **Sentence Structure:** recognize and use the correct word order in written sentences	NA*	NA*	
1.3 **Grammar:** identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	√	√	
1.4 **Punctuation:** use commas in the greeting and closure of a letter and with dates and items in a series	√	√	
1.5 **Punctuation:** use quotation marks correctly	√	√	
1.6 **Capitalization:** capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	√	√	
1.7 **Spelling:** spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	√	√	
1.8 **Spelling:** spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	√	√	
1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions).	9	8	12%
1.1 **Organization and Focus:** group related ideas and maintain a consistent focus	√	√	
1.2 **Penmanship:** create readable documents with legible handwriting	NA*	NA*	
1.3 **Research:** understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	√	√	
1.4 **Evaluation and Revision:** revise original drafts to improve sequence and provide more descriptive detail	√	√	
TOTALS	**75**	**65**	**100%**

*Not assessable in multiple-choice format.
Adopted by SBE 10/9/02
California Department of Education

GRADE 3 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	**24**	**20**	**31%**
1.1 **Decoding and Word Recognition:** know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	√	√	
1.2 **Decoding and Word Recognition:** decode regular multisyllabic words	√	√	
1.3 **Decoding and Word Recognition:** read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	NA*	NA*	
1.4 **Vocabulary and Concept Development:** use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	√	√	
1.5 **Vocabulary and Concept Development:** demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	√	√	
1.6 **Vocabulary and Concept Development:** use sentence and word context to find the meaning of unknown words	√	√	
1.7 **Vocabulary and Concept Development:** use a dictionary to learn the meaning and other features of unknown words	√	√	
1.8 **Vocabulary and Concept Development:** use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	√	√	
2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.	**17**	**15**	**23%**
2.1 **Structural Features of Informational Materials:** use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	√	√	
2.2 **Comprehension and Analysis of Grade-Level-Appropriate Text:** ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** demonstrate comprehension by identifying answers in the text	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** recall major points in the text and make and modify predictions about forthcoming information	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** distinguish between main idea and supporting details in expository text	√	√	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** extract appropriate and significant information from the text, including problems and solutions	√	√	
2.7 **Comprehension and Analysis of Grade-Level-Appropriate Text**: follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	√	√	

*Not assessable in multiple-choice format.
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GRADE 3 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 **LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.**	**9**	**8**	**12%**
3.1 **Structural Features of Literature:** distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** determine what characters are like by what they say or do and by how the author or illustrator portrays them	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text**: determine the underlying theme or author's message in fictional and nonfiction text	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** recognize the similarities of sounds in words and rhythmical patterns (e.g., alliteration, onomatopoeia) in a selection	√	√	
3.6 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the speaker or narrator in a selection	√	√	

GRADE 3 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	**15**	**13**	**20%**
1.1 **Sentence Structure:** understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	√	√	
1.2 **Grammar:** identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	√	√	
1.3 **Grammar:** identify and use past, present, and future verb tenses properly in writing and speaking	√	√	
1.4 **Grammar:** identify and use subjects and verbs correctly in speaking and writing simple sentences	√	√	
1.5 **Punctuation:** punctuate dates, city and state, and titles of books correctly	√	√	
1.6 **Punctuation:** use commas in dates, locations, and addresses and for items in a series	√	√	
1.7 **Capitalization:** capitalize geographical names, holidays, historical periods, and special events correctly	√	√	
1.8 **Spelling:** spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)	√	√	
1.9 **Spelling:** arrange words in alphabetic order	√	√	
1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).	**10**	**9**	**14%**
1.1 **Organization and Focus:** create a single paragraph:			
1) develop a topic sentence	√	√	
2) include simple supporting facts and details	√	√	
1.2 **Penmanship:** write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	NA*	NA*	
1.3 **Research & Technology:** understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	√	√	
1.4 **Evaluation and Revision:** revise drafts to improve the coherence and logical progression of ideas by using an established rubric	√	√	
TOTALS	**75**	**65**	**100%**

GRADE 4 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	**21**	**18**	**24%**
1.1 **Word Recognition:** read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	NA*	NA*	
1.2 **Vocabulary and Concept Development:** apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	√	√	
1.3 **Vocabulary and Concept Development:** use knowledge of root words to determine the meaning of unknown words within a passage	√	√	
1.4 **Vocabulary and Concept Development:** know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international)	√	√	
1.5 **Vocabulary and Concept Development:** use a thesaurus to determine related words and concepts	√	√	
1.6 **Vocabulary and Concept Development:** distinguish and interpret words with multiple meanings	√	√	
2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	**18**	**15**	**20%**
2.1 **Structural Features of Informational Materials:** identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension	√	√	
2.2 **Comprehension and Analysis of Grade-Level-Appropriate Text:** use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)	√	NA*	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** evaluate new information and hypotheses by testing them against known information and ideas	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** compare and contrast information on the same topic after reading several passages or articles	√	√	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** distinguish between cause and effect and between fact and opinion in expository text	√	√	
2.7 **Comprehension and Analysis of Grade-Level-Appropriate Text:** follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games)	NA	√	

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GRADE 4 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 **LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in** *Recommended Readings in Literature, Kindergarten Through Grade Eight* **illustrate the quality and complexity of the materials to be read by students.**	**11**	**9**	**12%**
3.1 **Structural Features of Literature:** describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the main events of the plot, their causes, and the influence of each event on future actions	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works	√	√	

GRADE 4 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	**22**	**18**	**24%**
1.1 **Sentence Structure:** use simple and compound sentences in writing and speaking	√	√	
1.2 **Sentence Structure:** combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	√	√	
1.3 **Grammar:** identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	√	√	
1.4 **Punctuation:** use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	√	√	
1.5 **Punctuation:** use underlining, quotations marks, or italics to identify titles of documents	√	√	
1.6 **Capitalization:** capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	√	√	
1.7 **Spelling:** spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	√	√	
1.0 WRITING STRATEGIES: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	**18**	**15**	**20%**
1.1 **Organization and Focus:** select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	√	√	
1.2 **Organization and Focus:** create multiple-paragraph compositions:			
1) provide an introductory paragraph	√	√	
2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	0	0	
3) include supporting paragraphs with simple facts, details, and explanations	√	√	
4) conclude with a paragraph that summarizes the points	√	√	
5) use correct indention	NA*	NA*	
1.3 **Organization and Focus:** use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)	√	√	
1.4 **Penmanship:** write fluidly and legibly in cursive or joined italic	NA*	NA*	
1.5 **Research and Technology:** quote or paraphrase information sources, citing them appropriately	√	√	
1.6 **Research and Technology:** locate information in reference texts by using organizational features (e.g., prefaces, appendixes)	√	√	
1.7 **Research and Technology:** use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing	√	√	
1.8 **Research and Technology:** understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	√	√	
1.9 **Research and Technology:** demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)	√	NA*	
1.10 **Evaluation and Revision:** edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	√	√	
TOTALS	**90**	**75**	**100%**

*Not assessable in multiple-choice format.
Adopted by SBE 10/9/02
California Department of Education

GRADE 5 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	**17**	**14**	**19%**
1.1 **Word Recognition:** read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	NA*	NA*	
1.2 **Vocabulary and Concept Development:** use word origins to determine the meaning of unknown words	√	√	
1.3 **Vocabulary and Concept Development:** understand and explain frequently used synonyms, antonyms and homographs	√	√	
1.4 **Vocabulary and Concept Development:** know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial)	√	√	
1.5 **Vocabulary and Concept Development:** understand and explain the figurative and metaphorical use of words in context	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	**19**	**16**	**21%**
2.1 **Structural Features of Informational Materials:** understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	√	√	
2.2 **Structural Features of Informational Materials:** analyze text that is organized in sequential or chronological order	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	√	√	
2.5 **Expository Critique:** distinguish facts, supported inferences, and opinions in text	√	√	

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GRADE 5 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 **LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**	**14**	**12**	**16%**
3.1 **Structural Features of Literature:** identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the main problem or conflict of the plot and explain how it is resolved	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	√	√	
3.6 **Literary Criticism:** evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	√	√	
3.7 **Literary Criticism:** evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	√	√	

GRADE 5 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions appropriate to this grade level.	**21**	**17**	**23%**
1.1 **Sentence Structure:** identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	√	√	
1.2 **Grammar:** identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	√	√	
1.3 **Punctuation:** use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	√	√	
1.4 **Capitalization:** use correct capitalization	√	√	
1.5 **Spelling:** spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	√	√	
1.0 **WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	**19**	**16**	**21%**
1.1 **Organization and Focus:** create multiple-paragraph narrative compositions:			
1) establish and develop a situation or plot	√	√	
2) describe the setting	√	√	
3) present an ending	√	√	
1.2 **Organization and Focus:** create multiple-paragraph expository compositions:			
1) establish a topic, important ideas, or events in sequence or chronological order	√	√	
2) provide details and transitional expressions that link one paragraph to another in a clear line of thought	√	√	
3) offer a concluding paragraph that summarizes important ideas and details	√	√	
1.3 **Research and Technology:** use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	√	√	
1.4 **Research and Technology:** create simple documents by using electronic media and employing organization features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	NA*	NA*	
1.5 **Research and Technology:** use a thesaurus to identify alternative word choices and meanings	√	√	
1.6 **Evaluation and Revision:** edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	√	√	
TOTALS	**90**	**75**	**100%**

GRADE 6 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	16	13	17%
1.1 **Word Recognition:** read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	NA*	NA*	
1.2 **Vocabulary and Concept Development:** identify and interpret figurative language and words with multiple meanings	√	√	
1.3 **Vocabulary and Concept Development:** recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	√	√	
1.4 **Vocabulary and Concept Development:** monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	√	√	
1.5 **Vocabulary and Concept Development:** understand and explain "shades of meaning" in related words (e.g., softly and quietly)	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	20	17	23%
2.1 **Structural Features of Informational Materials:** identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	√	√	
2.2 **Structural Features of Informational Materials:** analyze text that uses the compare-and-contrast organizational pattern	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** connect and clarify main ideas by identifying their relationships to other sources and related topics	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)	√	√	
2.6 **Expository Critique:** determine the adequacy and appropriateness of the evidence for an author's conclusions	√	√	
2.7 **Expository Critique:** make reasonable assertions about a text through accurate, supporting citations	√	√	
2.8 **Expository Critique:** note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	√	√	

*Not assessable in multiple-choice format.
Adopted by SBE 10/9/02
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GRADE 6 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 **LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**	14	12	16%
3.1 **Structural Features of Literature:** identify the forms of fiction and describe the major characteristics of each form	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze the influence of setting on the problem and its resolution	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** identify the speaker and recognize the difference between first-and third–person narration (e.g., autobiography compared with biography)	√	√	
3.6 **Narrative Analysis of Grade-Level-Appropriate Text:** identify and analyze features of themes conveyed through characters, actions, and images	√	√	
3.7 **Narrative Analysis of Grade-Level-Appropriate Text:** explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	√	√	
3.8 **Literary Criticism:** critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)	0	√	

GRADE 6 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	**19**	**16**	**21%**
1.1 **Sentence Structure:** use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	√	√	
1.2 **Grammar:** identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	√	√	
1.3 **Punctuation:** use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	√	√	
1.4 **Capitalization:** use correct capitalization	√	√	
1.5 **Spelling:** spell frequently misspelled words correctly (e.g., their, they're, there)	√	√	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	**21**	**17**	**23%**
1.1 **Organization and Focus:** choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose	√	√	
1.2 **Organization and Focus:** create multiple-paragraph expository compositions:			
1) engage the interest of the reader and state a clear purpose	NA*	NA*	
2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader	√	√	
3) conclude with a detailed summary linked to the purpose of composition	√	√	
1.3 **Organization and Focus:** use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order	√	√	
1.4 **Research and Technology:** use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	√	√	
1.5 **Research and Technology:** compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	√	NA*	
1.6 **Evaluation and Revision:** revise writing to improve the organization and consistency of ideas within and between paragraphs	√	√	
TOTALS	**90**	**75**	**100%**

*Not assessable in multiple-choice format.
Adopted by SBE 10/9/02
California Department of Education

GRADE 7 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	13	11	15%
1.1 **Vocabulary and Concept Development:** identify idioms, analogies, metaphors, and similes in prose and poetry	√	√	
1.2 **Vocabulary and Concept Development:** use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	√	√	
1.3 **Vocabulary and Concept Development:** clarify word meanings through the use of definition, example, restatement, or contrast	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.	22	18	24%
2.1 **Structural Features of Informational Materials:** understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)	√	√	
2.2 **Structural Features of Informational Materials:** locate information by using a variety of consumer, workplace, and public documents	√	√	
2.3 **Structural Features of Informational Materials:** analyze text that uses cause-and-effect organizational pattern	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** identify and trace the development of an author's argument, point of view, or perspective in text	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** understand and explain the use of a simple mechanical device by following technical directions	√	√	
2.6 **Expository Critique:** assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	√	√	
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.	15	13	17%
3.1 **Structural Features of Literature:** articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work	√	√	
3.6 **Literary Criticism:** analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	√	√	

GRADE 7 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to the grade level.	19	16	21%
1.1 **Sentence Structure:** place modifiers properly and use the active voice	√	√	
1.2 **Grammar:** identify and use infinitives and participles and make clear references between pronouns and antecedents	√	√	
1.3 **Grammar:** identify all parts of speech and types and structure of sentences	√	√	
1.4 **Grammar:** demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)	√	√	
1.5 **Punctuation:** identify hyphens, dashes, brackets, and semicolons and use them correctly		√	
1.6 **Capitalization:** use correct capitalization	√	√	
1.7 **Spelling:** spell derivatives correctly by applying the spellings of bases and affixes	√	√	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	21	17	23%
1.1 **Organization and Focus:** create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	√	√	
1.2 **Organization and Focus:** support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	√	√	
1.3 **Organization and Focus:** use strategies of note taking, outlining, and summarizing to impose structure on composition drafts	√	√	
1.4 **Research and Technology:** identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	√	√	
1.5 **Research and Technology:** give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	√	√	
1.6 **Research and Technology:** create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports	NA*	NA*	
1.7 **Evaluation and Revision:** revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	√	√	
TOTALS	**90**	**75**	**100%**

*Not assessable in multiple-choice format.

GRADE 8 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	**11**	**9**	**12%**
1.1 **Vocabulary and Concept Development:** analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	√	√	
1.2 **Vocabulary and Concept Development:** understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	√	√	
1.3 **Vocabulary and Concept Development:** use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	**22**	**18**	**24%**
2.1 **Structural Features of Informational Materials:** compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)	√	√	
2.2 **Structural Features of Informational Materials:** analyze text that uses proposition and support patterns	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** find similarities and differences between texts in the treatment, scope, or organization of ideas	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** understand and explain the use of a complex mechanical device by following technical directions	√	√	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	√	√	
2.7 **Expository Critique:** evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	√	√	

GRADE 8 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in _Recommended Readings in Literature, Kindergarten Through Grade Eight_ illustrate the quality and complexity of the materials to be read by students.	17	15	20%
3.1 **Structural Features of Literature:** determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)	√	√	
3.2 **Narrative Analysis of Grade-Level-Appropriate Text:** evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works	√	√	
3.6 **Narrative Analysis of Grade-Level-Appropriate Text:** identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	√	√	
3.7 **Literary Criticism:** analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)	√	√	

GRADE 8 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	**19**	**16**	**21%**
1.1 **Sentence Structure:** use correct and varied sentence types and sentence openings to present a lively and effective personal style	√	√	
1.2 **Sentence Structure:** identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	0	√	
1.3 **Sentence Structure:** use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	√	√	
1.4 **Grammar:** edit written manuscripts to ensure that correct grammar is used	√	√	
1.5 **Punctuation and Capitalization:** use correct punctuation and capitalization	√	√	
1.6 **Spelling:** use correct spelling conventions	√	√	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	**21**	**17**	**23%**
1.1 **Organization and Focus:** create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	√	√	
1.2 **Organization and Focus:** establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	√	√	
1.3 **Organization and Focus:** support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	√	√	
1.4 **Research and Technology:** plan and conduct multiple-step information searches by using computer networks and modems	NA*	NA*	
1.5 **Research and Technology:** achieve an effective balance between researched information and original ideas	NA*	NA*	
1.6 **Evaluation and Revision:** revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	√	√	
TOTALS	**90**	**75**	**100%**

*Not assessable in multiple-choice format.

Adopted by SBE 10/9/02
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GRADE 9 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	**10**	**8**	**11%**
1.1 **Vocabulary and Concept Development:** identify and use the literal and figurative meanings of words and understand word derivations	√	√	
1.2 **Vocabulary and Concept Development:** distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	√	√	
1.3 **Vocabulary and Concept Development:** identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo)	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	**21**	**18**	**24%**
2.1 **Structural Features of Informational Materials:** analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes	√	√	
2.2 **Structural Features of Informational Materials:** prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** generate relevant questions about readings on issues that can be researched	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA*	NA*	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides World Wide Web sites on the Internet)	√	√	
2.7 **Expository Critique:** critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	√	√	
2.8 **Expository Critique:** evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)	√	√	

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GRADE 9 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.	**19**	**16**	**21%**
3.1 **Structural Features of Literature:** articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)	√	√	
3.2 **Structural Features of Literature:** compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** compare works that express a universal theme and provide evidence to support the ideas expressed in each work	√	√	
3.6 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	√	√	
3.7 **Narrative Analysis of Grade-Level-Appropriate Text:** recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	√	√	
3.8 **Narrative Analysis of Grade-Level-Appropriate Text:** interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	√	√	
3.9 **Narrative Analysis of Grade-Level-Appropriate Text:** explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	√	√	
3.10 **Narrative Analysis of Grade-Level-Appropriate Text:** identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	0	√	
3.11 **Literary Criticism:** evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)	√	√	
3.12 **Literary Criticism:** analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)	√	√	

GRADE 9 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	**16**	**13**	**17%**
1.1 **Grammar and Mechanics of Writing:** identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens)	√	√	
1.2 **Grammar and Mechanics of Writing:** understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	√	√	
1.3 **Grammar and Mechanics of Writing:** demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	√	√	
1.4 **Manuscript Form:** produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	√	√	
1.5 **Manuscript Form:** reflect appropriate manuscript requirements, including		√	
1) title page presentation	√	√	
2) pagination	√	√	
3) spacing and margins	√	√	
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	NA*	NA*	
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	**24**	**20**	**27%**
1.1 **Organization and Focus:** establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	√	√	
1.2 **Organization and Focus:** use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	√	√	
1.3 **Research and Technology:** use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources	√	√	
1.4 **Research and Technology:** develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	√	√	
1.5 **Research and Technology:** synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	√	√	
1.6 **Research and Technology:** integrate quotations and citations into written text while maintaining the flow of ideas	NA*	NA*	
1.7 **Research and Technology:** use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the *Modern Language Association Handbook, The Chicago Manual of Style)*	√	√	
1.8 **Research and Technology:** design and publish documents by using advanced publishing software and graphic programs	NA*	NA*	
1.9 **Evaluation and Revision:** revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	√	√	
TOTALS	**90**	**75**	**100%**

Adopted by SBE 10/9/02
California Department of Education

GRADE 10 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	**10**	**8**	**11%**
1.1 **Vocabulary and Concept Development:** identify and use the literal and figurative meanings of words and understand word derivations	√	√	
1.2 **Vocabulary and Concept Development:** distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	√	√	
1.3 **Vocabulary and Concept Development:** identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo)	√	√	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	**21**	**18**	**24%**
2.1 **Structural Features of Informational Materials:** analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes	√	√	
2.2 **Structural Features of Informational Materials:** prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	√	√	
2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** generate relevant questions about readings on issues that can be researched	√	√	
2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	√	√	
2.5 **Comprehension and Analysis of Grade-Level-Appropriate Text:** extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA*	NA*	
2.6 **Comprehension and Analysis of Grade-Level-Appropriate Text:** demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides to World Wide Web sites on the Internet)	√	√	
2.7 **Expository Critique:** critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	√	√	
2.8 **Expository Critique:** evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)	√	√	

*Not assessable in multiple-choice format.

GRADE 10 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	Previous Blueprint	2003 Revised Blueprint	%
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Thorough Twelve* illustrate the quality and complexity of the materials to be read by students.	19	16	21%
3.1 **Structural Features of Literature:** articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)	√	√	
3.2 **Structural Features of Literature:** compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	√	√	
3.3 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and the way those interactions affect the plot	√	√	
3.4 **Narrative Analysis of Grade-Level-Appropriate Text:** determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy	√	√	
3.5 **Narrative Analysis of Grade-Level-Appropriate Text:** compare works that express a universal theme and provide evidence to support the ideas expressed in each work	√	√	
3.6 **Narrative Analysis of Grade-Level-Appropriate Text:** analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	√	√	
3.7 **Narrative Analysis of Grade-Level-Appropriate Text:** recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	√	√	
3.8 **Narrative Analysis of Grade-Level-Appropriate Text:** interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	√	√	
3.9 **Narrative Analysis of Grade-Level-Appropriate Text:** explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	√	√	
3.10 **Narrative Analysis of Grade-Level-Appropriate Text:** identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	√	√	
3.11 **Literary Criticism:** evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)	0	√	
3.12 **Literary Criticism:** analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)	√	√	

GRADE 10 ENGLISH LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	Previous Blueprint	2003 Revised Blueprint	%
1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	**16**	**13**	**17%**
1.1 **Grammar and Mechanics of Writing:** identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens)	√	√	
1.2 **Grammar and Mechanics of Writing:** understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	√	√	
1.3 **Grammar and Mechanics of Writing:** demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	√	√	
1.4 **Manuscript Form:** produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	√	√	
1.5 **Manuscript Form:** reflect appropriate manuscript requirements, including			
1) title page presentation	√	√	
2) pagination	√	√	
3) spacing and margins	√	√	
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	√	√	
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	**24**	**20**	**27%**
1.1 **Organization and Focus:** establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	√	√	
1.2 **Organization and Focus:** use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	√	√	
1.3 **Research and Technology:** use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources	√	√	
1.4 **Research and Technology:** develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	√	√	
1.5 **Research and Technology:** synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	√	√	
1.6 **Research and Technology:** integrate quotations and citations into a written text while maintaining the flow of ideas	NA*	NA*	
1.7 **Research and Technology:** use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the *Modern Language Association Handbook, The Chicago Manual of Style)*	√	√	
1.8 **Research and Technology:** design and publish documents by using advanced publishing software and graphic programs	NA*	NA*	
1.9 **Evaluation and Revision:** revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	√	√	
TOTALS	**90**	**75**	**100%**

*Not assessable in multiple-choice format.
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